The background of the book cover is a marbled paper with a complex, swirling pattern in shades of dark red, burgundy, and black. The pattern resembles traditional marbling techniques, creating a dense and textured visual effect.

Counseling Psychology

Strategies & Services

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Counseling Psychology *Strategies and Services*

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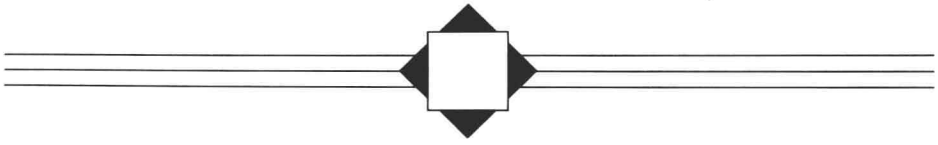
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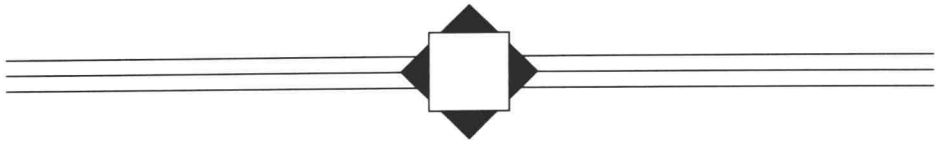
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Counseling Psychology
Strategies and Services



Preface

The origins of counseling psychology go back almost half a century, but its emergence as a mature psychological specialty has taken place over the last 25 years. Despite meeting with an icy reception from some quarters, the discipline continued to grow, drawing its strength from behavioral science, education, and humanistic philosophy. Now it stands proudly as a well-developed human-service specialty, with its taproot reaching the established scientist/practitioner model.

Counseling psychology has always been a specialty in search of an identity. Nevertheless, it is inextricably related to professional psychology, and it maintains its connections to education. Public policy provides a home for counseling psychology in social, health, and other human services, as well as in education. Governmental regulations, such as licensing, are devoted to the nurturance of counseling psychology.

In preparing this book, *Counseling Psychology: Strategies and Services*, we have sought to resolve any dissonance that might still be voiced. For example, some university training programs still have difficulty moving from an antiquated orchestration of counseling and the rest of professional psychology to a modern-day harmonization. We have also tried to recognize the future concerns and uncertainties of counseling psychologists.

Foremost, this book is intended to serve as a text for any graduate-level course devoted to introducing students and trainees to the scope of counseling psychology. We stress the uniqueness of counseling psychology and also give attention to clarifying its links to various other educational and psychological specialties. This text is designed for training counselors in various counselor-education and counseling-psychology programs.

Beyond being useful as “basic training” in the classroom, the book has contemporary qualities that make it useful to practitioners already in the field. We have included many practical suggestions and guidelines, as well as the research on which they are predicated. This text can be a guidebook for experienced professionals who wish to improve their services to clients and stay up to date.

Our material is designed to identify strategies that are clearly aligned with the specialty and to prepare the reader to apply them. We have also, however,

included ideas, methods, and strategies that deserve further research and refinement. We have given particular attention to ensuring that the reader grasps the evolution of each point, acquires knowledge of both the theoretical and the technical facets, and accepts that the composition of counseling psychology is not final.

In planning this book, we recognized that some of the most useful learning that we and our students and trainees had gained had come from actual services to clients. Thus we were committed to making the material practical and in tune with the reality of practice. We reveal what actually occurs on the job, as opposed to the ivory-tower perspective that often plagues the university classroom. We deem it essential that the early stages of training be tailored to the societal and professional expectations placed on the counseling psychologist emerging from the campus to the world of work.

Chapter 1, "The History and Development of Counseling Psychology," defines the role of the helper in social systems and describes the evolution and emergence of counseling psychology. Chapter 2, "Public Policy Mandates for Counseling Psychology," makes it clear that the stature and nature of counseling psychology are determined by the needs and preferences of society as manifested in legislation and governmental priorities. The professional is not free to be self-determining.

With the foregoing historical and public policy backdrop, important theoretical and technical alternatives are explored in Chapter 3, "Critical Theories of Counseling," and Chapter 4, "Individual Counseling and Therapy."

Service contexts are emphasized in Chapter 5, "Career-Development Strategies," Chapter 6, "Group Counseling and Therapy," and Chapter 7, "Family Therapy." Two primary skill areas are the focus of Chapter 8, "Clinical Assessment," and Chapter 9, "Consultation." Two rapidly expanding subspecialties for counseling psychologists are detailed in Chapter 10, "Forensic Psychology," and Chapter 11, "Health Psychology."

Finally, our initial evolutionary and public policy considerations are given contemporary analysis in Chapter 12, "Ethics and Law." It is crucial that the counseling psychologist adhere to the standard of care required by professional ethics, governmental regulations, and the law. Otherwise, sanctions, penalties, and malpractice judgments can be imposed.

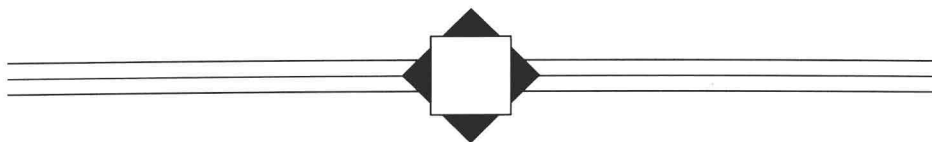
We consistently maintain allegiance to the academic aspects of counseling psychology. Nonetheless, we wish to underscore the importance of cultivating the personal aspects. A positive self-concept and healthy lifestyle are as essential as academic knowledge to the effective practice of counseling psychology. This quest for the fully functioning person is interlaced throughout the material.

The preparation of this book has renewed our spirit for advancing counseling psychology. We hope that we can afford the reader the same motivation.

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The History and Development of Counseling Psychology

Humans have constantly struggled against the unknown and against the ignorance, fear, and anxiety it induces. One of the most pervasive human emotions is a sense of impotence in dealing with forces that are beyond our understanding and control. Throughout history, however, we have managed to construct moral codes to govern our behavior and social institutions to help us interpret our behavior. As a colleague and I have written elsewhere:

There is a historical constancy to this search for help by [humankind] that is compelling. It constitutes a kind of imperative that suggests that fear, anxiety, in fact any confrontation with the unknown has created a demand for a mediator, an interlocutor, and intervener between [human beings] and the unknown. Every society has produced some such person [Rossberg & Band, 1978, p. 4].

In some societies the role of helper has been filled by priests. In others this role has been combined with that of the healer. In still other societies the political leader or solver of social problems has emerged to perform this function. In modern and seemingly more complex societies, applied psychologists have largely assumed this role.

Indeed, the role of helper has become increasingly specialized as the problems to be addressed have themselves become more complex. According to Halmos (1966), "the loneliness of man in mass society and his increasing concern with personal relationships has encouraged the emergence of a micro-sociology, a sociology of friendships, acquaintanceships, and face-to-face cooperation" (p. 25). The professionalization of this process in the 20th century has led to the further development of applied psychology in a culture where "the dominant motive seems to be personal unhappiness about concrete human relationships" (p. 26).

Counselors have come to add their insights to this continuing search for meaning in the human condition.

Some contemporary writers are quite cynical about the counselor's efforts. Barzun refers to this modern manifestation of intervention as "philanthropic moralism," which "means to cure or at least to help at any cost" (1959, p. 23). He also questions the motives of at least some who enter this field, speculating

that their desire to help may be both generous and selfish and may have implications for personal power and control. With respect to the relationship between helping and power, McClelland asserts that even though it appears the helpers are acting from generous motives, they may in fact be exercising power over the person receiving help:

One way of looking at giving is to perceive that for help to be given, help must be received. And in accepting a gift, in help, the receiver can be perceived as acknowledging that he is weaker, at least in this respect, than the person who is giving him help. Thus giving and receiving may have a "zero sum" quality analogous to winning and losing. To the extent that one person wins or gives, the other must lose or receive. [1975, p. 18].

Another critic, Paul Halmos, has labeled counselors a secular priesthood that identifies its ministry as implementing a "comprehensive moral purpose, [in] a kind of humanistic Kingdom of God" (1966, p. 28). He comments further that the professionalization of this process has provided "excellent camouflage for [counselors'] *'agape'* and the formal technological jargon, the impersonal clinical manners, the social science collaterals and so on have all helped to reassure the counselor that he was doing a job of work and no more" (p. 31).

These are strong sentiments, perhaps expressed with excessive rancor, but they nevertheless require us to confront their implications. Indeed, it is possible to recognize elements of truth in the observations of Halmos, Barzun, and McClelland while proceeding to examine the historical and social forces that led to the evolution of the applied professional activity known as counseling psychology.

Historical Background

Whiteley (1984) identifies five basic roots of counseling psychology: (1) the vocational-guidance movement, (2) the mental-health movement, (3) the psychometric movement, (4) the development of applied nonmedical counseling and psychotherapy, and (5) certain social and economic forces that contributed to the evolution of the profession.

The Vocational-Guidance Movement

The history of applied psychology has its roots in "the rise of empirical science and the increasing influence of a commercial-industrial social class" beginning in the late 18th century (Miller, 1971, p. 38). These two developments led to the need for a more democratically based school system to train qualified workers for the ever-burgeoning industrial complex. Indeed, the demand for workers with special skills and the need for personnel to help channel these prospective workers into increasingly complex jobs made it inevitable that the role of the schools would expand dramatically and that a social mandate for the vocational guidance of youth would emerge. As Miller notes, the division of labor brought about by the industrialization of American society, the growth

of technological complexity, the emergence of vocational education, and the extension of opportunity to increasingly large segments of the population made the evolution of a guidance function necessary.

The growth of empirical science, particularly as it applied to the field of mental measurement, naturally created a need for the merger of vocational guidance with the empirical technical knowledge of assessing skills through testing. At first this process was fairly primitive because of the limited knowledge in the field. Super (1942) writes that the increasingly technical developments in individual analysis, particularly refinements in test development, led many of the early psychologists in this field to assume that the process of assessment was congruent with vocational guidance. He cites a 1928 work in which the psychologist Clark Hull "enthusiastically described the prospect of a purely mechanical type of vocational guidance in which the counselee is given a battery of tests which is automatically scored to prescribe the vocation which the counselee should enter" (Super, 1942, p. 4).

Hull's notions were expressed almost two decades after the publication of Frank Parsons' 1909 textbook *Choosing a Vocation*. Parsons established the basic approach to vocational guidance that was to dominate the field for decades. His paradigm included three major tasks for the counselor, namely, individual analysis, occupational study, and "true reasoning" designed to help counselors understand their characteristics and their relationship to the world of work (Super, 1942). In fact, the extension of Parsons' paradigm, the development of technological advances in the psychology of human assessment (particularly the measurement of individual differences), and advances in the sociology of work were all part of the exciting developments in vocational psychology that influenced the specialty of counseling psychology.

Two significant events in the early 20th century marked the expansion of vocational guidance. These were the convening in 1910 of a national conference on vocational guidance by the Boston Chamber of Commerce and the subsequent formation in 1913 of the National Vocational Guidance Association (Whiteley, 1984). The latter organization was in many ways the precursor of professional developments that ultimately led to what we now know as counseling psychology.

The Mental-Health Movement

Our understanding of mental illness evolved in large part from Sigmund Freud's conceptualization of human motivation. He was the first observer to note the continuity between mental illness and mental health, particularly in the relationship between early experiences and later behavior (Rossberg & Band, 1978). These observations led to the development of a psychology of personality and an understanding of human development that contributed to changes in attitudes about the treatment of mental illness. Indeed, before Freud there was widespread doubt that any intervention could be useful in dealing with psychopathology. The notion of the reversibility of mental illness was a direct outgrowth of Freudian discoveries and contributed to research and professional training in human development, clinical psychology, and various subspecialties in educational psychology.

The recognition that the mentally ill had strengths that could be used in their rehabilitation became a major part of Donald E. Super's theories. In a seminal article in 1955 he described the metamorphosis of vocational guidance into counseling psychology and pointed out the unique role of the counseling psychologist in working with the residual competencies of individuals with significant mental-health disabilities (Super, 1955). Concern with the prevention of mental illness became a focus of counseling psychologists as the specialty emerged.

The Psychometric Movement

The evolution of objective methods for assessing people's abilities was critical to the development of counseling psychology, providing a solid empirical base. Individual analysis, part of Parsons' classical paradigm, was transformed from an intuitive, individual effort dependent on the insight of the counselor to a more scientifically based process. The validity of its predictions of success in various educational and occupationally related activities continuously improved.

As Anastasi notes,

Group testing was launched during World War I with the Army Alpha and Army Beta designed for military selection and classification. Soon many group intelligence tests, modeled after these prototypes, were produced to serve similar purposes in industry and in the educational system, from kindergarten to graduate and professional schools [1984, p. 358].

A testing boom in the post-World War I era led to the development of instruments to measure interests, aptitudes, achievement, and personality. Mass testing was a possibility, and although the industry did not live up to the expectations of the scientific community with respect to Clark Hull's dream of an automatic vocational prescription, the development of the psychometric movement has proceeded across the decades and now provides a broad spectrum of assessment devices. Complete with imperfections, testing is now part of the repertoire of every counseling psychologist.

The Refinement of Nonmedical Counseling

Parsons' original conception of counseling was based on the aspect of his paradigm for guidance that he labeled "true reasoning." It was a rational process that related the data obtained by analyzing the individual with the occupational study. It contained none of the nuances and subtleties that have come to inform more advanced counseling methods. True reasoning was intended to be matter-of-fact and quite prescriptive in its focus. Parsons' original work contained an abundance of gratuitous observations and advice as an appendix to his main theme of "choosing a vocation." For example, he advised his readers to be wary of physicians. In addition, he suggested that each person had an obligation to perspire freely on a daily basis, a graphic example of his advice to exercise.

Nevertheless, counselors were searching for more gentle ways to help people make educational and occupational decisions. The work of E. G. William-

son (1939) and W. H. Cowley (1937) and the tenets of general clinical counseling (Hahn & Maclean, 1950) were all attempts to move in this direction. The vision of clinical counseling shared by many of the aforementioned writers was of an essentially rational, logical, gently guiding system in which the counselor assumed much of the responsibility for the process. Among the principles espoused by Hahn and Maclean as guidelines for general clinical counseling were the following (pp. 38–57):

- Counseling should not be forced on individuals.
- Counselors must strive to develop client understanding of self and environment.
- The counselor should act as a special type of corrective mirror.
- The counselor should help the counselee consider all practical educational-vocational alternatives.
- Counselors must search out all the angles of a counselee problem and use all pertinent tools and techniques in its solution.

Although these principles included an admonition that “final educational-vocational decisions must be made by the counselee,” the locus of responsibility, the selection of the tools and techniques, and the analysis of the data remained largely the province of the counselor. Counseling was intended to deal largely with educational and vocational problems. In addition, the unfortunate designation of “directive counseling” was including in this approach, implying that adherents of this viewpoint were imitating the medical model. This model implies that the professional counselor collects information, analyzes the latter, and then comes to a conclusion by virtue of his/her own reasoning. The implication is that the client is a passive participant in the establishment of an intervention strategy.

If this point of view could be said to reflect a rational/empirical view of humankind and the world, Carl Rogers’s perception was significantly different. Rogers was influenced by a phenomenological viewpoint that shifted the locus of responsibility from the counselor to the client, on the assumption that the real issue of counseling was clients’ experience and their perception of that experience. Changes in behavior would occur not by rational/empirical (directive) intervention but rather by providing a climate in which clients were free to change their self-perceptions. Rogers believed that changes in behavior resulted from these changes in self-perception. This view represented a fundamental shift away from an authoritatively based counseling to a less directive, indeed *nondirective*, approach. (We shall explore these issues in greater depth in Chapter 3, “Critical Theories of Counseling.”)

Rogers (1942, 1951) helped shift the focus of attention of counselors away from a strict concern with educational and vocational problems toward increased attention to the affective and emotional domains of human development and behavior. This influence extended the interests of counseling psychologists to the broader issues of human adjustment. It certainly raised the possibility of an alternative style of intervention in the lives of clients. In fact, in equating counseling and psychotherapy, Rogers raised the issue of nonmedical intervention and interaction with clients who presented a variety of life-role problems,

including family relationships, adjustment to disability, and general social adjustment.

The Effect of Social Change on the Development of the Profession

The final historical root identified by Whiteley had to do with “the social and economic forces and developments in society which have had an impact on the profession” (1984, p. 5). Schwebel (1984) notes that a number of developments after World War II contributed to the general growth of professional psychology in the United States and to the evolution of counseling psychology in particular. These developments included the public’s growing awareness and acceptance of applied professional psychology, returning veterans’ increasing demands for personal and career counseling, and an evolution in the scientific underpinnings of professional practice. As a result, counseling services expanded in universities and colleges, professional psychology developed in the Veterans Administration, and training programs for professional psychology expanded.

Whiteley provides a fitting summary of almost half a century of evolution by noting that “by the end of the second world war a largely political reform movement (vocational guidance), the mental hygiene movement, two influences from organized psychology (psychometrics and psychotherapy), and the effects of two world wars merged to produce a field of applied-scientific psychology that had greatly outgrown its vocational guidance roots” (1984, p. 5).

The Emergence of Counseling Psychology

Counseling psychology as a subspecialty emerged from the synthesis of the forces outlined above at about the midpoint of the 20th century. Whiteley traces the evolution of the Division of Counseling Psychology of the American Psychological Association through a series of steps. He notes that with the previous establishment of the Divisions of Clinical Psychology, Counseling Psychology, Educational Psychology, Industrial Psychology, and School Psychology and the impending organization of the Divisions of Psychologists in Public Service and of Military Psychology, the shift toward an applied professional emphasis in the APA was well under way (1984, p. 10). Interest in establishing a Division of Counseling Psychology had a number of origins, including developments within the Veterans Administration and among some of the members of the National Vocational Guidance Association. In addition, a number of independent lines of investigation were synthesized and ultimately culminated in the evolution of comprehensive research activities in the area of vocational development theory. At the same time, the maturation of the field of rehabilitation psychology contributed to the emergence of counseling psychology.